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**OFFICE OF SPECIAL EDUCATION PROGRAMS FY 2008 GRANT PERFORMANCE
REPORT FOR CONTINUATION FUNDING
CFDA # 84.323A
PR/Award # H323A050006
Budget Period # 4
Report Type: Annual Performance**

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Grant Performance Report (ED 524B)
Project Status Chart

PR/Award #: **H323A050006**

SECTION A - Project Objectives Information and Related Performance Measures Data   (See Instructions. Use as many pages as necessary.)

1 . **Project Objective**   [] Check if this is a status update for the previous budget period.
Provide personnel with the knowledge and skills to meet the needs of, and improve the performance of, infants, toddlers, preschoolers, and children with disabilities.

1a. Performance Measure	Measure Type	Quantitative Data					
Percent of personnel receiving professional development through SPDG based on scientific- or evidence-based instructional practices.	PRGM	**Target**			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
			370 / 948	39		4295 / 11256	38

1b. Performance Measure	Measure Type	Quantitative Data					
Percent of SPDG projects that have implemented personnel development/training activities that are aligned with improvement strategies identified in their State Performance Plan (SPP).	PRGM	**Target**			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
			4 / 4	100		4 / 4	100

Explanation of Progress (Include Qualitative Data and Data Collection Information)
The first objective, established for the SPDG projects by OSEP, addresses the need to utilize resources to provide effective services that lead to improved outcomes for young children and youth with disabilities. Achievement of this objective is

measured in terms of the percent of personnel receiving SPDG-sponsored professional development based on evidence-based practices and the extent to which project initiatives are aligned with improvement strategies in Montana?s SPP.

Data used to calculate these program measures are taken from professional development and training activity reports submitted to SPDG personnel from April 1, 2008, through March 31, 2009; the Montana Office of Public Instruction Annual Data Collection for the 2007-2008 school year; and Montana's State Performance Plan, revised January 2009. Activity reports have been gathered in conjunction with three initiatives: Response to Intervention (RTI), Teacher Mentoring, We Teach All.

Indicator 1a: This indicator is measured by the number of school instructional/administrative personnel participating in training activities sponsored by the SPDG in the current grant cycle divided by the number of school instructional administrative personnel employed in the state in the current grant cycle. School instructional/administrative personnel include teachers, paraprofessionals, principals, and superintendents.

Based on activity reports generated for the Response to Intervention, Teacher Mentoring, and We Teach All Initiatives, a total of 4,295 instructional and administrative personnel participated in SPDG-sponsored training. This number represents 38 percent of the total number of such personnel employed in the state. As seen in the data chart, this figure is within one percent of the established performance target for this measure. The denominator for this indicator was changed this year to include general education teacher FTE. With the expansion of the Montana RTI Project and school-based teams, the training now includes general education personnel.

Indicator 1b: This indicator is measured by the number of SPDG projects aligned with improvement strategies in the State Performance Plan divided by the number of SPDG projects funded by the SPDG. The SPDG projects included in the approved work scope of this grant are the following initiatives: Mentoring, We Teach All, Response to Intervention, and Reading First. These projects are aligned with improvement strategies in Montana?s State Performance Plan for Indicators 1 - Graduation, 2 - Dropout, 3 ? Statewide Assessment, 5 ? LRE Placement, 9 ? Disproportionate Representation in Special Education, and 10 ? Disproportionate Representation in Specific Disability Categories.

As indicated in the data chart, a target of 4/4 (100%) was established for this program measure. This reflects the fact that priorities for the SPDG reflect state priority need areas. Actual performance data indicate that this target was met. It should be noted that the Reading First initiative ended during this performance period along with the completion of the federal grant supporting the general education side of this program. As noted elsewhere in this narrative, activities focused on the use of scientifically based reading strategies are not addressed in the RtI initiative.

As the grant progressed, we continued to fine tune evaluation instruments and data collection. Currently, an evaluation committee that includes members from the CSPD regions and other regional members has been established. The committee has worked on creating evaluation tools for professional development activities that are aligned with national standards from

the National Staff Development Council and the research of Dr. Tom Guskey. These tools will be rolled out during the start of grant year five and used by grant-sponsored workshops and other professional development activities.

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9 . **Project Objective**   [] Check if this is a status update for the previous budget period.
To provide an array of other professional development activities for LEAs seeking to implement early intervening services.

9a. Performance Measure	Measure Type	Quantitative Data					
		Target			**Actual Performance Data**		
Percent of districts utilizing training materials/activities in order to implement early intervening services.	PROJ	**Raw Number**	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
			330 / 439	75		126 / 428	29

Explanation of Progress (Include Qualitative Data and Data Collection Information)
The next objective associated with the RTI initiative is to provide a variety of ways in which districts can gain information and support to implement these practices. As mentioned relative to Objectives 7 and 8, guidance materials have been developed and training has been initiated through a variety of mechanism. Coaches have been trained to provide support to additional schools. The CSPD regional councils have received funding to sponsor team training within each of their regions. Materials are available for download from the OPI Web site.

Indicator 9a: A project-specific measure was established to determine the percentage of districts that have availed themselves of one or more of these sources of support. The indicator is measured by the number of districts utilizing training materials divided by the number of districts in the state. A target of 75 percent has been established for this indicator. At this point in time, with expansion initiatives in the early stages of implementation, the actual percentage is 25 percent.

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11 . **Project Objective**   [] Check if this is a status update for the previous budget period.
To develop professional development options that enable special educators to meet established criteria to become highly qualified in core curriculum content areas.

11a. Performance Measure	Measure Type	Quantitative Data					
		Target			**Actual Performance Data**		
Percent of special education teachers in Montana meeting highly qualified standards.	PROJ	**Raw Number**	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
			/			897 / 916	98

Explanation of Progress (Include Qualitative Data and Data Collection Information)
The third goal of the SPDG addresses the need for well-prepared special educators who are skilled (i.e., highly qualified) in core curriculum content. The Montana-approved definition for highly qualified (HQ) teacher is that teachers who are licensed and endorsed in the areas in which they teach meet the federal requirements concerning HQT. A special education teacher at the elementary school level (PK-8) is a HQT if the teacher is the sole instructor to any elementary student for 60 percent or more of the school's day, the teacher is considered to be the sole provider of elementary curriculum, and meets the NCLB HQ requirements for the Elementary Level.

If a secondary school level (Grades 5-12) special education teacher is the sole instructor of a core academic subject class without input from another teacher who meets the Federal HQ requirements in that core academic subject, the teacher must meet the HQ requirements of NCLB. These special education teachers who teach core academic subjects must meet the content knowledge requirements that apply to other teachers of core academic subjects.

Indicator 11a: The established project measure for this objective is the percentage of special education teachers in Montana who meet these standards. The indicator is measured by the number of special education teachers (FTE) meeting highly qualified standards divided by the number of special education teachers (FTE) employed in the state. The percentage of teachers who meet highly qualified standards have remained the same for the last two grant periods. The data is for the 2007-2008 school year and is from Montana?s IDEA-Part B Section 618 data reported on Table 2 ?Personnel Employed To Provide Special Education and Related Services For Children with Disabilities,? reported June 30, 2008.

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7 . **Project Objective**   [] Check if this is a status update for the previous budget period.
To develop guidance documents for LEAs that want to implement early intervening strategies.

7a. Performance Measure	Measure Type	Quantitative Data					
Percent of districts receiving material that find it useful and clear.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)
One of the intended outcomes of the RTI pilot project was to gain "real life" experience to inform the development of guidance materials. These materials have been developed, and dissemination efforts are underway. Guidance documents are available at trainings sponsored by the OPI and as of March 2009 can also be downloaded from Montana's RTI Web site.

The Montana RTI Frameworks, a resource document for implementing RTI at the local level, is on this site. Other information on the site includes best practices research on RTI, materials that have been distributed to the RTI Consultant/Coaches, information regarding the work of the four pilot schools. The RTI resources, presentation information and implementation information continue to get added to the site as they become available.

Thirty-nine school districts have downloaded the information in the past month. A brief survey for users to complete regarding the usefulness and clarity of the material, especially the RTI Frameworks guide, has been created. The survey is sent out two weeks after a user downloads the guide. The OPI will be tracking access to the documents and collecting data to be able to report on the usefulness of the material. Baseline data on this indicator will be reported in fiscal year 2010.

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10 . **Project Objective**   [] Check if this is a status update for the previous budget period.
To facilitate and support schools to provide mentor programs for new special education teachers.

10a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Percent of districts adopting mentor programs.	PROJ		66 / 439	15		64 / 428	15

Explanation of Progress (Include Qualitative Data and Data Collection Information)
A mentoring initiative has been underway since the first year of the SPDG, with origins that predate this project. During the current grant year, the seventh annual mentor institute was held. The institute is organized by SPDG personnel and collaboratively funded with SPDG, Title I-A, Title II-A, and Montana Education Association/Montana Federation of Teachers funding. The focus of the institute is developing quality teacher mentor skills, and providing instruction on developing a teacher mentor program in a local school or district utilizing models that have been effective within other Montana districts. The institute focuses on providing consultation, collaboration and coaching skills to potential mentors so that they can work with new teachers in a variety of ways.

In addition, training for a second cohort of teacher mentor trainers, via a three-and-a-half day institute in the summer, was provided. This train-the-trainer approach is intended to lead to the availability of teacher mentor trainers throughout the state who can educate districts interested in learning more about teacher mentoring or working on implementing a mentor program in their district. Twenty-six participants attended the second institute. In addition, refresher training was provided to individuals from the first train-the-trainer institute. A third institute will be hosted this summer, along with a refresher

institute for the participants from the first two cohorts.

Indicator 10a: Achievement relative to this objective is measured by monitoring the increase in the number of district that have an active mentoring program. The indicator is measured by the number of districts adopting mentor programs divided by the number of districts in the state. Last year, there were 58 districts adopting mentoring programs. This year, there was one district that has chosen to use the mentor program funds and move to an instructional coaching model, while seven new districts adopted a mentoring program. Since mentoring is not required of districts, the target performance level was set at 15 percent. This target was achieved during the current funding period.

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8 . **Project Objective**   [] Check if this is a status update for the previous budget period.
To refine and replicate the RTI pilot project to encompass additional LEAs.

8a. Performance Measure	Measure Type	Quantitative Data					
Number of additional schools involved in expansion efforts in subsequent years.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			220 / 439	50		126 / 428	29

Explanation of Progress (Include Qualitative Data and Data Collection Information)
Based on the reception and outcomes of pilot districts implementing an RTI model, expansion efforts have been initiated throughout the state. In addition, the pilot sites have been a source of personnel used to provide peer consulting and modeling.

Twenty-one RTI consultant/coaches were selected through an application process and received six days of professional development in the implementation of RTI. They were also trained in methods to serve as effective coaches and consultants for schools in the RTI process. These trainings used knowledge gained through Montana's Reading First program and the RTI pilot schools, making the training both collaborative in nature as well as evidence-based, focusing on what worked best with both of these initiatives. The consultants/coaches then work with the RTI school teams providing on-site training and technical assistance.

As a result of these efforts, the Montana RTI Project expanded sites from the four pilot schools to 59 elementary schools and middle schools, and five high schools. Schools throughout the state applied to be part of best practice training in the

implementation of RTI. The schools that were part of the expansion sent leadership teams consisting of an administrator, general and special educators, and specialists to four two-day trainings scheduled throughout the school year to learn strategies for effective RTI implementation. These teams then provided training for the school personnel at the local school with the support of on-site visits from the RTI consultants.

As a result of these efforts, the Montana RtI Project currently has 64 school-based teams involved in the RTI pilot project, receiving training and support to implement early intervening strategies.

In addition to the use of a coaching strategy for expansion, the five Comprehensive System of Personnel Development (CSPD) regions have used $10,000 grants to provide RTI training on implementation to schools within their region that are not part of the grant. The regions utilized this money to train 62 school teams on the essential components of RtI and assist on-site support with implementation.

Indicator 8a: A project-specific measure was established to measure achievement relative to this objective. A target of 50 percent was established. At this point, initiatives have results in involvement of 29 percent of schools in the state. Expansion efforts will continue for the duration of the funding period.

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2 . **Project Objective**   [] Check if this is a status update for the previous budget period.
Improve the quality of professional development available to meet the needs of personnel serving children with disabilities.

2a. Performance Measure	Measure Type	Quantitative Data					
Percent of professional development activities provided through the SPDG based on scientific- or evidence-based instructional/behavioral practices.	PRGM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			75 / 75	100		150 / 150	100

2b. Performance Measure	Measure Type	Quantitative Data					
Percent of professional development/training sustained through on-going and comprehensive practices.	PRGM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			50 / 60	83		118 / 150	79

Explanation of Progress (Include Qualitative Data and Data Collection Information)
The second objective, also established for the SPDG projects by OSEP, addresses the need to provide professional development activities that are based on scientific- or evidence-based practices, to meet the needs of personnel serving children with disabilities. Achievement of this objective is measured in terms of the percent of professional development

activities that are sustained through ongoing and comprehensive practices and the percent that address evidence- based practices.

As described relative to the indicators for objective 1, data used to calculate these program measures are taken from professional development and training activity reports submitted to SPDG personnel from April 1, 2008, through March 31, 2009. Activity reports have been gathered in conjunction with four initiatives: Response to Intervention (RTI), Reading First, Universal Design/Differentiated Instruction, Teacher Mentoring, and/or We Teach All.

Indicator 2a: This indicator is measured by the number of SPDG training activities based on scientific- or evidence-based instructional/behavioral practices conducted for the current grant cycle divided by the number of SPDG training activities conducted during the current grant cycle.

Based on activity reports generated for the initiatives listed above, a total of 150 professional development activities were sponsored by SPDG funding and provided scientific- or evidence-based instructional/behavioral practices. This is beyond the original target number of activities.

As targeted, actual performance numbers indicate 100 percent of the total number of activities sponsored by the SPDG meet the scientifically based content criteria.

Indicator 2b: This indicator is measured by the number of professional development/trainings sustained through ongoing and comprehensive practices divided by the number of SPDG training activities conducted for the current grant cycle. A majority of the activities of the SPDG focus on ongoing practices with an additional emphasis of scaling-up the projects. As indicated in the data table, it was anticipated that 83 percent of project activities would meet this criteria. Actual performance data indicate that 79 percent of the 150 SPDG-sponsored activities do.

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4 . **Project Objective**   [] Check if this is a status update for the previous budget period.
To provide schools with multiple avenues of support through which teachers increase their capacity to plan and deliver instruction designed to support the learning of heterogeneous groups of students.

4a. Performance Measure	Measure Type	Quantitative Data					
In schools involved in the We Teach All Initiative, the percentage of students who spend 80% or more of the school day in general education classrooms.	PROJ	**Target**			**Actual Performance Data**		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			4856 / 9712	50		4275 / 8996	48

4b. Performance Measure	Measure Type	Quantitative Data					
Percentage of students with disabilities who score in the proficient range on statewide assessment in schools involved in the We Teach All Initiative.	PROJ	**Target**			**Actual Performance Data**		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			2914 / 9712	30		3623 / 10210	35

Explanation of Progress (Include Qualitative Data and Data Collection Information)
This objective is focused on promoting the use of instructional methods that increase access to the general education curriculum for students with disabilities. We Teach All is one of the vehicles through which the OPI is assisting teachers to

increase their capacity to plan and deliver instruction designed to support the learning of heterogeneous groups of students.

Funding from the original State Improvement Grant (SIG) provided We Teach All professional development activities to districts throughout Montana. These efforts were continued under the SPDG. During this current grant year, a survey was conducted to assess if districts were continuing to implement DI in the districts. In addition, the survey requested information regarding what current barriers exist for teachers in implementing DI and what further professional development they would like to see in the areas of DI and Universal Designs for Learning. With the additional demands that RTI places on a regular education teacher, schools are gaining a renewed interest in the best practices of differentiated instruction and how to apply it daily in the classroom.

Individuals from a "high implementing" site at the high school level, and other trainers from the elementary level have been identified and supported to provide professional development services. The We Teach All consultants and schools have been responding to identified needs and further plans exist for the next grant year to provide professional development that has been requested through the survey and in individual requests. During this performance period, fifteen of workshops have been provided at schools, as well as information workshops at statewide conferences. In addition, the trainers developed materials for dissemination in an effort to expand the use of differentiated instruction in Montana schools. Topics presented at workshops include co-teaching, flexible grouping, classroom management with differentiated instruction, collaboration, and subject-specific lesson plans that include differentiated instruction.

Performance measures established for this objective encompass time in general education to access the general education curriculum, and achievement on assessments aligned to this curriculum. The data source for these objectives come from Montana's Special Education Data Collection and Reporting for education environment and assessment. This is the same data used in the IDEA Part B Annual Performance Report. Data is for the 2007-2008 school year. There are 75 school districts involved in the We Teach All initiative.

Calculations were made as follows:

Indicator 4a: The indicator is measured using the number of students with disabilities receiving special education and related services for 80 percent or more of the school day divided by the number of students with disabilities attending schools involved in the We Teach All initiative. A target of 50 percent was established for this indicator. Actual data indicate that 47.5 percent of students with disabilities in these districts are remaining in the classroom a majority of the time. This parallels a slight downward trend in this measure for the state as a whole. Complementary initiatives (e.g., standards-based IEPs) are in the early stages of planning and are anticipated to support the skills emphasized by We Teach All and the emphasis on placing students with disabilities in standards-based environments (i.e., general education classrooms) that are instructionally responsive to diverse student needs.

Indicator 4b: The indicator is measured using the number of students with disabilities who score in the proficient range on

Montana?s Criterion-Referenced assessment (CRT) divided by the number of students with disabilities tested attending schools involved in the We Teach All initiative. A target of 30 percent was established for this measure, based on the patterns of performance of students with disabilities in previous years. This represented an initial increase for this group of students. In actuality, 35.5 percent of students with disabilities in these schools scored in the proficient range, exceeding the established target.

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3 . **Project Objective**   [ ] Check if this is a status update for the previous budget period.
Implement strategies that are effective in meeting the requirements described in sections 612(a)(14) of IDEA to take measurable steps to recruit, hire, train, and retain highly qualified personnel in areas of greatest need to provide special education and related services.

3a. Performance Measure	Measure Type	Quantitative Data					
In states with SPDG projects that have special education teacher retention as a goal, the statewide percentage of highly qualified special education teachers in the state-identified professional disciplines.	PRGM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)
Special education teacher retention is not a goal within the approved workscope of this grant.

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5 . **Project Objective** [] Check if this is a status update for the previous budget period.
To provide more effective and intensive reading interventions for students with disabilities.

5a. Performance Measure	Measure Type	Quantitative Data					
Percent of students with disabilities receiving SBRR instruction.	PROJ	**Target**			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
			441 / 5180	9		467 / 5180	9

5b. Performance Measure	Measure Type	Quantitative Data					
Percent of students with disabilities in Reading First schools demonstrating gains in reading skills.	PROJ	**Target**			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
			213 / 426	50		198 / 467	42

Explanation of Progress (Include Qualitative Data and Data Collection Information)
During previous project years, a focal area for the goal area of access to the general education curriculum was working in collaboration with Montana?s Reading First initiative. The SPDG dollars were leveraged to ensure that the needs of students with disabilities were addressed in this statewide initiative. The Reading First initiative ended during this performance period along with the completion of the federal grant supporting the general education side of this program.

A final workshop was given during the Spring 2008, a leadership training that addressed principals, Reading First coaches, and special education teachers. Since the Reading First dollars are no longer available, efforts have moved to expanding the RTI professional development in this area, addressing issues of reading for students with disabilities through the use of evidence-based curricula. Reading First personnel are working in collaboration with the RTI coordinator in providing professional development that relies on lessons learned in the Reading First initiative. Progress in this area will be reported relative to Objective 8. For this reason, objective 5 will be discontinued.

Indicator 5a: The project measure established for this objective is calculated by dividing the number of students with disabilities receiving SBRR instruction in Reading First schools divided by the number of students receiving SBRR instruction in Reading First schools. The data source for this objective is the Reading First initiative. There were 24 school districts participating and the data represent the assessment as of Spring 2008. A target of 8.5 percent was established. Actual performance data indicate that this target has been slightly exceeded.

Indicator 5b: The indicator is measured by the number of students with disabilities, grades K-3, in Reading First schools who demonstrated gains in reading skills divided by the number of students with disabilities, K-3, in Reading First schools. A target of 50 percent was established for this objective. Actual performance data showed slightly lower achievement rates, justifying the continued focus on reading within the RTT initiative.

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12 . **Project Objective**   [ ] Check if this is a status update for the previous budget period.
To develop the preparation of highly qualified personnel to work with children in Montana served under Part C.

12a. Performance Measure	Measure Type	Quantitative Data					
Percent of university courses sponsored by SPDG that incorporate training on evidence-based instructional practices.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			3 / 3	100

Explanation of Progress (Include Qualitative Data and Data Collection Information)
Throughout the 2007-2008 academic year, the Early Intervention training at the University of Montana consisted of two classes in the fall and a spring practicum course. The instructional personnel was jointly funded by SPDG dollars and Montana?s Department of Health and Human Services (DPHHS).

DPHHS withdrew their funding at the end of FY09 for this program because of tightening budgets. This grant did not renew funding for this program because of reduced grant award for this year. This objective has been discontinued for the remainder of this grant period.

Indicator 12a: The indicator for this objective is calculated by dividing the number of university courses sponsored by the SPDG that incorporate training on evidence-based instructional practices by the total number of university courses sponsored by the SPDG. As reported in the data chart, all three courses supported meet the established criteria.

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6 . **Project Objective**   [] Check if this is a status update for the previous budget period.
To pilot and systematically evaluate training and technical assistance activities with a small number of districts to determine the necessary components for a support model for rural districts to implement an effective RTI model.

6a. Performance Measure	Measure Type	Quantitative Data					
Percent of personnel in pilot schools receiving training on RTI practices.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			80 / 94	85		80 / 94	85

6b. Performance Measure	Measure Type	Quantitative Data					
Percent of students participating in early intervening services prior to a referral to special education.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)
This objective deals with a pilot project for RTI, initiated in the first year of this funding cycle. The purpose of the pilot was to learn about "what it takes" to implement this support model and refine measurement tools that would support outcome evaluation and fidelity of implementation measures. Toward that end, four sites in Montana have received longitudinal

support, best-practices training, and coaching to implement the RTI Model. The four pilot sites continue their work as part of the statewide RTI project and continue to make advancements with RTI implementation, including implementation of research-based curricula in the areas of math and reading.

The experiences of these sites have enabled the OPI to develop guidance materials (see Objective 7) and to scale up efforts to involve other sites (see Objective 8). For the purposes of this report, this objective is now considered complete and will not be addressed in next year?s performance report.

As indicated in the data table, data have been gathered to measure the percent of personnel in pilot schools receiving training on RTI practices. During the current project year, the target of 85 percent has been achieved. Data collection measures to address a second project measure were not able to be put into place across sites.

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13 . **Project Objective**   [ ] Check if this is a status update for the previous budget period.
OSEP PROGRAM Perfomance Measure 4.1: The percentage of SPDG projects that successfully replicate the use of scientific- or evidence-based instructional/behavioral practice in schools. (Long Term)

4.1. Performance Measure	Measure Type	Quantitative Data					
The percentage of SPDG projects that successfully replicate the use of scientific- or evidence-based instructional/behavioral practice in the schools.	PRGM	**Target**			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
			/			/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)
This is a long-term program measure. It was added at this point in time to ensure that it will be addressed in data collection efforts in the upcoming year. Three initiatives focus specifically on scaling-up practices: the Montana RTI Project, We Teach All - Differentiated Instruction, and Teacher Mentoring. These initiatives will be closely monitored to quantify expansion efforts. Results will be included in the final performance report.

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SECTION B - Budget Information   *(See Instructions. Use as many pages as necessary.)*

Budget expenditures from the grant to date total $637,514. The grant was fully staffed during this grant year and all project initiatives had active professional development activities ongoing throughout the year. With the one-year reduction in awards, an additional $137,500 of carry-over funds were spent. With the expansion of the RTI project and plans for expansion of the We Teach All Initiative grant funds will continue to be expended at a faster rate.

SECTION C - Additional Information *(See Instructions. Use as many pages as necessary.)*

Montana's State Personnel Development Grant involves the work and collaboration of a number of partners. These partners, unchanged since the original proposal, are as follows:

- At the University of Montana, the SPDG collaborates with Dr. Margaret Beebe-Frankenberger in the area of RTI, Dr. Trent Atkins in the area of RTI Data collection, Susie Morrison in the area of early childhood and Dr. Gail McGregor in the area of Universal Design for Learning (tied to the We Teach All Initiative) and project evaluation activities.

- The spring university course in early childhood was also done in collaboration with Part C at Montana's Department of Public Health and Human Services.

- Parents, Let's Unite for Kids, Montana's parent training and information center, is a partner in this effort with current efforts to create RTI implementation information for parents.

- Each of the state's Comprehensive System of Personnel Development Regional Councils are collaborating with the SPDG, funding local initiative with SPDG dollars that are aligned with project goals and State Performance Plan indicators.

- Contractors, including personnel from Capital High School in Helena, Montana, and various consultants are providing training in differentiated instruction and co-teaching aligned with the SPDG We Teach All initiative. In addition, Montana's RTI Project utilizes consultants and part-time personnel to provide on-site coaching to schools that are part of the project.

- There is a strong partnership between the Division of Special Education within the Office of Public Instruction and Montana's Reading First initiative, Title I, Title II and the Accreditation Division.

Key staff continue to be, Susan Bailey-Anderson, Nikki Sandve, Tara Ferriter-Smith, and Floy Scott within the Division of Special Education at the Office of Public Instruction. They work under the direction of Division Administrator Tim Harris.

Some changes in project objectives have been noted in the report narrative. Objective 5 (collaboration with Reading First) has been completed. Reading First was not funded again on a federal level and as a result, Montana's RTI Project, addressed in Objective 8,

has become the vehicle through which reading issues for students in the general education classroom are being addressed.

Objective 12 (preservice training for Part C) has been closed. The OPI's partner in this effort, Montana's Department of Public Health and Human Services, discontinued the funding for the university courses. Given the uncertainty regarding the level of funding for the current grant year, the OPI closed the objective.

All other objectives are continuing as planned and scaling up efforts are in place.

A new objective – OSEP's program measure 4.1 - has been added to this report. This measure requires the OPI to report on the percentage of SPDG-sponsored initiatives that successfully replicate the use of scientific- or evidence-based instructional/behavioral practice in schools. This is a long-term program measure. It was added at this point in time to ensure that it will be addressed in data collection efforts in the upcoming year. Three initiatives focus specifically on scaling-up practices: the Montana RTI Project, We Teach All –Differentiated Instruction, and Teacher Mentoring. These initiatives will be closely monitored to quantify expansion efforts. Results will be included in the final performance report.

U.S. Department of Education
Grant Performance Report Cover Sheet (ED 524B)

Check only one box per Program Office instructions.

[X] Annual Performance Report   []   Final Performance Report

General Information

1. PR/Award #: **H323A050006**   2. Grantee NCES ID#: 30
   (Block 5 of the Grant Award Notification - 11 Characters.)   *(See instructions. Up to 12 Characters.)*

3. Project Title: Project STRIDE: Strengthening Teacher Retention, Instructional Design, and Evaluation
   (Enter the same title as on the approved application.)

4. Grantee Name *(Block 1 of the Grant Award Notification.)*: Montana Office of Public Instruction

5. Grantee Address *(See instructions.)*   PO BOX 202501

            City: HELENA   State: MT Zip:59620 Zip+4:2501

6. Project Director *(See instructions.)*

First Name:	Last Name:	Title:
Tim	Harris	Project Director

Phone #:	Fax #:	Email Address:
(406)444-4429	(406)444-3924	THARRIS@MT.GOV

Reporting Period Information *(See instructions.)*

7. Reporting Period: From: 4/1/2008   To: 3/31/2009   (mm/dd/yyyy)

Budget Expenditures *(To be completed by your Business Office. See instructions. Also see Section B.)*

8. Budget Expenditures

	Federal Grant Funds	**Non-Federal Funds** *(Match/Cost Share)*
a. Previous Budget Period	503,784.00	0.00
b. Current Budget Period	637,514.00	0.00
c. Entire Project Period *(For Final Performance Reports only)*	0.00	0.00

Indirect Cost Information *(To be completed by your Business Office. See instructions.)*

9. Indirect Costs

a. Are you claiming indirect costs under this grant? [X] Yes
[ ] No

b. If yes, do you have an Indirect Cost Rate Agreement approved [X] Yes
by the Federal government? [ ] No

c. If yes, provide the following information:
  Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2007   To: 6/30/2010
  (mm/dd/yyyy)
  Approving Federal agency: [X] ED   [ ] Other   *(Please specify):*
  Type of Rate *(For Final Performance Reports Only)*: [ ] Provisional   [ ] Final   [ ] Other
  (Please specify):
d. For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate
that :
  [ ]   Is included in your approved Indirect Cost Rate Agreement?
  [ ]   Complies with 34 CFR 76.564(c)(2)?

Human Subjects (Annual Institutional Review Board (IRB) Certification) *(See instructions.)*

10. Is the annual certification of Institutional Review Board (IRB) approval attached? [ ] Yes
  [ ] No   [X] N/A

Performance Measures Status and Certification *(See instructions.)*

11. Performance Measures Status
  a. Are complete data on performance measures for the current budget period included in the
Project Status Chart? [ ] Yes   [X] No
  b. If no, when will the data be available and submitted to the Department? 9/30/2010
(mm/dd/yyyy)

12. To the best of my knowledge and belief, all data in this performance report are true and
correct and the report fully discloses all known weaknesses concerning the accuracy, reliability,
and completeness of the data.

| Name of Authorized Representative: Denise Juneau | Title: |
| Signature: | Date: |

Grant Performance Report (ED 524B) Executive Summary Attachment:

Title : Executive Summary
File : H:\SPDG\SPDG report 09\final stuff\ED524BExecSummary.doc

EXECUTIVE SUMMARY

Montana's *State Personnel Development Grant* (SPDG) includes a set of focused and purposeful professional development activities planned for implementation across the five-year grant period. All activities are focused on increasing student access to skilled teachers and educationally responsive classrooms as the means of improving academic outcomes. Toward that end, the grant objectives and associated activities focus on three major goals: (1) increasing access to the general education curriculum; (2) support to implement early intervening strategies; and (3) planned efforts that focus on the recruitment and retention of highly qualified teachers. This report details accomplishments that have occurred during the last three months of Project Year 3 through the beginning of April 2009 Project Year 4. Highlights are described in this summary, organized by goal area.

Goal 1: Access to the General Education Curriculum

During previous years, a focal area under this curriculum access goal was working in collaboration with Montana's *Reading First* initiative. The SPDG dollars were leveraged to ensure that the needs of students with disabilities were addressed in this statewide initiative. Since the Reading First dollars are no longer available, a different vehicle has been used to address issues of reading for students with disabilities. This has now been encompassed under the Goal 2 objective related to *Response to Intervention* (RTI).

The other major project focused on access to the general education curriculum is the *We Teach All* initiative. This initiative has been supported with SPDG dollars since the beginning of this funding cycle. Its focus is on providing training in differentiated instruction and co-teaching strategies, two practices with a body of evidence indicating their effectiveness in making classrooms more responsive to student diversity. Professional development has operated at several levels in this area. First, for districts that have made a commitment to adopting these practices, resources have supported district-specific training. At an informational level, workshops have focused on co-teaching, subject-specific differentiated instruction and setting up classrooms to effectively provide differentiated instruction.

With the additional demands that RTI places on a regular education teacher, schools are gaining a renewed interest in the best practices of differentiated instruction and how to apply it daily in the classroom. The We Teach All consultants and schools have been responding to this need and further plans exist for the next grant year to provide professional development that has been requested through the survey and by individual requests.

Goal 2: Early Intervening Services

In the first years of the grant, the primary activity in this area was an RTI pilot project involving four districts in Montana. Information from this pilot was used to guide OPI's decisions about expansion of this initiative. The Response to Intervention (RTI) project expanded from these four pilot sites to 44 elementary schools and 11 middle school and high schools. The four pilot sites continue their work as part of the statewide RTI project and continue to make advancements with RTI implementation, including math implementation. The pilot sites offer peer consulting and modeling. Twenty-one RTI consultants/coaches were selected through an application process to work with the RTI school teams providing on-site training and technical assistance. Consultants/coaches visit school teams once a month. The RTI consultants/coaches participated in six days of professional development to enhance their coaching skills, care programs, evaluation and overall RTI process implementation.

Finally, the SPDG continues to provide funding for ongoing RTI professional development to the five *Comprehensive System of Personnel Development* (CSPD) regions. Over 100 school teams have received RTI awareness training, as well as in-depth RTI process implementation.

Goal 3: Teacher Training and Retention

Efforts to support recruitment and retention in Montana have focused on expanding mentor training opportunities. The annual teacher mentor institute is partially funded by the SPDG. In addition, a second cohort of mentor trainers received training, expanding OPI's capacity to provide best-practice instruction to teacher leaders to support new teachers in the classroom.

The SPDG continues to fund activities focused on higher education. The Montana *Higher Education Consortium* (HEC), which consists of general and special education faculty from Montana universities, meets twice each year for the purposes of collaboration, problem-solving, and ongoing professional development. Additional activities of the HEC include the ongoing work of aligning curriculum and transferability across the university system. Meetings during this grant year focused on teacher dispositions. Faculty received training on a teacher dispositions index that can be measured and tracked during teacher preservice years.

All of the initiatives supported with SPDG dollars take a number of forms, using strategies that meet national recognized standards developed by the National Staff Development Council. They are also aligned with improvement strategies for six performance indicators in Montana's State Performance Plan. Further, they are aligned and coordinated with school improvement initiatives supported by Title I and Title II dollars and Montana Accreditation dollars. Finally, project activities evaluation is grounded in a Results and Performance Accountability evaluation model which will

ensure that ongoing data collection and analysis will inform continuous improvement efforts, as well as outcome and analyses.